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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) factors affecting third graders' comprehension of descriptive texts; (2) the trope density of selected first, second, and third grade basal readers; (3) a comparison of study skills instruction found in five widely used basal reading series; (4) trope density in seventh and eighth grade basal readers; (5) the effects of study strategies upon the reading comprehension of above- and below-average readers; (6) the effect of varied sentence construction on the reading comprehension of intermediate grade readers; (7) preschool reading related behaviors; (8) the effect of varied amounts of sustained silent reading on selected aspects of reading/thinking skills and attitude toward reading; (9) the role of the elementary school principal in the management of the primary school reading program; (10) a comparison of syntax in selected basal readers and commercial television programs that are popular with children; (11) evidence on the revisionist argument for grouping for primary grade reading; (12) the effect of teaching a story schema on third grade students' reading comprehension and story writing; (13) readability and plot content in basal readers and children's trade books; and (14) the effect of selected instructional strategies on pupils' reading achievement in grades 2 through 5. (HTH)

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Abstracts of the following dissertations are included in this collection:

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Brown, Eric H.
WHOLISTIC READING COMPREHENSION THROUGH COMIC BOOK ARE PRODUCTION

Croll, Sandra Donna
THE TROPE DENSITY OF SELECTED FIRST, SECOND AND THIRD GRADE BASAL READERS

Cuevas, Phyllis Elaine Collins
A COMPARISON OF STUDY SKILLS INSTRUCTION FOUND IN FIVE WIDELY-USED BASAL READING SERIES

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A COMPAR[illegible]ON OF STUDENT ACHIEVEMENT IN A TRADITIONAL APPROACH TO READING READINESS INSTRUCTION IN KINDERGARTEN VERSUS A MULTIMEDIA APPROACH

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GROUPING FOR READING IN THE PRIMARY GRADES: EVIDENCE ON THE REVISIONIST ARGUMENT

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Possien, Helen Joseph
AN INVESTIGATION OF THE EFFECT OF SPECIFIC SKILL INSTRUCTION ON FIFTH-GRADE STUDENTS' READING COMPREHENSION

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AN INVESTIGATION OF FACTORS AFFECTING THIRD GRADERS' COMPREHENSION OF DESCRIPTIVE TEXTS

Order No. DA8219842

ABDUL-RASOOL, JOAN MCCALLUM, ED.D. *University of Massachusetts*, 1982. 204pp. Director: Dr. Judith W. Gourley

A majority of young readers find non-story passages more difficult to understand than story selections. In the first three grades many of these readers have been exposed to reading programs which emphasize decoding rather than comprehension and present, almost exclusively, narrative stories. Regardless of their experience, students entering fourth grade are expected to begin reading to learn.

This study investigated factors affecting the comprehension of descriptive text materials by forty-one (41) third graders. Students from two schools were grouped according to whether their formal basal reading experience included expository material. Both groups were administered an oral questionnaire dealing with their informal exposure to, understanding of and attitude towards non-fiction and then tested for their comprehension of two narrative and two descriptive passages.

Analysis of variance showed that basal reading experience was not a significant source of variance affecting the comprehension of descriptive text; however, test type and reading ability were. An analysis of correlations showed a significant positive correlation between a subject's descriptive score and Understanding score, $p < .01$; significant positive correlations were also found between descriptive scores and the questionnaire data as a whole and the combined categories of Exposure and Understanding. A qualitative analysis of the descriptive data revealed patterns in subjects' judgments of difficulty, reading strategy and purposes of reading non-fiction. A major finding regarding Attitude was that although subjects felt it was important to read non-fiction, a majority did not.

Research findings suggest that teachers should reassess instructional methods used in teaching students how to read non-fiction. They also support greater coordination of classroom instruction with both formal and informal exposure to non-fiction material.

WHOLISTIC READING COMPREHENSION THROUGH COMIC BOOK ART PRODUCTION

Order No. DA8223110

BROWN, ERIC H., ED.D. *Columbia University Teachers College*, 1982. 149pp. Sponsor: Professor Leslie R. Williams

Many elementary school children have problems with reading comprehension. Some pupils lack motivation, others the experiential background, or specific reading skills or language competence. This study employed comic book art instruction to motivate and teach children reading comprehension in a wholistic way.

The *JustUS Comic Reading Curriculum* engaged children in artistic production of self-authored comic art. Children were simultaneously taught comprehension skills while creating art in three curriculum phases. They assumed professional roles as artists, writers, actors and critics while constructing comic books and practicing comprehension skills during each phase. A variety of instructional approaches and materials were used to teach pupils art and reading skills.

The researcher used children's input to develop a set of creative comic reading instructional materials. Materials included texts, tests, games and logs, among other items. Most materials featured a child/teenage superhero-narrator who conveyed information to aid pupils in the combined skill attainment.

Thirty-six fourth and fifth graders, of various reading levels and ages (9 to 11), were drawn from a middle-class Eastern seaboard public school. Eighteen children, nine boys and nine girls, comprised the treatment and comparison groups respectively. Over four months, treatment subjects received comic reading instruction and comparison youngsters traditional reading instruction. Two high (one boy and one girl) and two low (one boy and one girl) readers' behaviors were documented throughout the program.

Four measures of skill attainment, one standardized and three researcher-made criterion referenced tests, were employed using a pre/post test design.

Two of the criterion referenced tests evidenced high construct validity when correlated with the standardized test and reading level of subjects. Treatment subjects performed significantly better than their counterparts on two researcher-made post tests. Differences between high and low readers in the case studies revealed that the former had strong adult support, whereas the latter did not. High readers also preferred drawing and writing to convey meaning, low readers drawing. Information from the extended field test of the materials was subsequently used to project curriculum revisions.

In conclusion, it was strongly suggested that comic book art instruction can assist children in acquiring reading comprehension wholistically. This outcome is more likely to occur when children receive care and support from adults, both in and out of school.

THE TROPE DENSITY OF SELECTED FIRST, SECOND AND THIRD GRADE BASAL READERS

Order No. DA8225280

CROLL, SANDRA DONNA, PH.D. *The Florida State University*, 1982. 117pp. Major Professor: Edwin H. Smith

The major purpose of this investigation was to determine the trope density of basal readers at first, second and third grade levels. A secondary purpose was to identify the relative frequency of occurrence of selected types of tropes used in basal readers at the primary level.

The population was composed of the first, second and third grade level basal readers from the following reading programs: the Houghton Mifflin Reading Program (1981), the Reading 720: Rainbow Program (1980) and the Scott, Foresman Reading Program (1981).

Three hypotheses were tested. Hypothesis one stated that there is no significant difference in the mean trope density of selected first grade level and second grade level basal readers. The null hypothesis was rejected.

Hypothesis two stated that there is no significant difference between the mean trope density of selected second grade level and third grade level basal readers. The null hypothesis was not rejected.

Hypothesis three stated that there was no significant difference between the mean trope density of selected first grade level and third grade level basal readers. The null hypothesis was rejected.

The conclusions from this study were: (1) There is a significant difference between the mean trope density of first and second grade level basal readers. (2) There is a significant difference between the mean trope density of first and third grade level basal readers. (3) There is no significant difference between the mean trope density of second and third grade level basal readers. (4) The types of tropes occurring most frequently and representing approximately 50% of the occurrences in first grade level basal readers are abstractionistic metaphors and hyperbole. (5) The types of tropes occurring most frequently and representing approximately 50% of the occurrences in second grade level basal readers are animistic metaphors and inanimate metaphors. (6) The types of tropes occurring most frequently and within a close range in third grade level basal readers are animal metaphors, hyperbole, animistic metaphors, abstractionistic metaphors, frozen metaphors, and inanimate metaphors.

A COMPARISON OF STUDY SKILLS INSTRUCTION FOUND IN FIVE WIDELY-USED BASAL READING SERIES

Order No. DA8225533

CUEVAS, PHYLLIS ELAINE COLLINS, ED.D. *Northwestern State University of Louisiana*, 1982. 290pp. Director: Dr. Bennie G. Barron

Review of research and literature concerning study skills indicates that students are deficient in these skills. Basal reading series are the primary instructional materials for the teaching of study skills. The following widely-used basal reading series were selected for analysis and comparison of study skills instruction: American Book Company (*American Readers*, 1980), Harcourt Brace Jovanovich, Inc. (*Bookmark Reading Program*, 1979), Houghton Mifflin Company *Houghton Mifflin Reading Program*, 1981), The Macmillan Company (*Series r*, 1980), and Scott, Foresman and Company) (*Scott, Foresman Reading*, 1980). The series were analyzed to determine if the teaching plans for study skills instruction contained directions that will enable the teacher to: (1) tell why study skills are important in reading for information; (2) define, explain, describe, illustrate, or demonstrate study skills; (3) guide the practice of study skills; and (4) provide independent practice in the use of study skills.

As a result of data collection, the following findings were presented: (1) Study skills were included as a major strand of instruction in all five reading series. (2) Study skills are taught at every grade level from kindergarten through eighth grade but not at every grade level for every skill. (3) The teaching plans for study skills instruction contained statements of importance, direction, guided practice, and independent practice but not for every skill at every grade level. (4) Occurrences of statements of importance in all five series analyzed were found to number 689; occurrences of statements of directions were found to number 1,619; occurrences of statements of guided practice were found to number 2,343; and occurrences of statements of independent practice were found to number 1,487.

Based upon the findings, the following conclusions were formulated: (1) Guided practice, when compared with classifications of importance, direction, and independent practice appeared to receive greatest emphasis in the series analyzed. (2) Basal reading series appeared to be in general agreement that study skills instruction should be provided in the categories of using book parts, using references, using the library, using graphic aids, evaluating information, and study techniques, but not in the categories of learner-selected objectives and study habits.

A COMPARISON OF STUDENT ACHIEVEMENT IN A TRADITIONAL APPROACH TO READING READINESS INSTRUCTION IN KINDERGARTEN VERSUS A MULTIMEDIA APPROACH

Order No. DA8216834

DENHAM, HENRY NEWTON, JR., ED.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1982. 65pp. Supervisor: Dr. Charlie Roberts

This study was designed to determine (1) if there are significant differences in kindergarten reading readiness scores among children taught by traditional means versus those exposed to multimedia methods, and (2) to determine if children in one socio-economic group benefit more than others from multimedia methods of instruction. Three treatment groups were utilized in the study. The first group received traditional instruction. The second treatment group received instruction utilizing multimedia materials. The third treatment group included multimedia materials with instructional television. Each treatment group consisted of three classes, one socio-economic class, a class from a middle socio-economic area, and a class from an upper socio-economic area.

The sample consisted of 215 kindergarten students enrolled in nine classes of nine selected schools. The schools are all part of the East Baton Rouge Parish School System of Baton Rouge, Louisiana. The school system consisted of approximately 65,000 students.

Scores from the Metropolitan Readiness Test (Level I) given during the fifth week of school served as the pretest. The Metropolitan Readiness Test (Level II) was administered as a posttest. An analysis of co-variance was run to allow the correlation between initial and final scores. The 0.05 level of significance was used in the study to test the hypotheses.

Data compiled was used to test three hypotheses. Hypotheses tested were: (1) There is no significant difference between readiness test scores of kindergarten students whose classroom lessons are reinforced with multimedia lessons and those students who do not view the televised lessons. (2) There is no significance between readiness test scores of kindergarten students whose instructional strategies include the use of multimedia and the scores of those students not exposed to multimedia presentations. (3) There is no significant difference between readiness test scores of kindergarten students of low, middle, and upper socio-economic levels instructed by traditional versus multimedia methods.

READING COMPREHENSION INSTRUCTION IN TWO DIFFERENT READING CURRICULA AS REVEALED BY THE INTERACTIVE LANGUAGE OF TEACHERS AND STUDENTS

Order No. DA8216662

DICKINSON, CHERYL CULLEN, ED.D. *University of Pennsylvania*, 1982. 394pp. Director: Professor Morton Botel

This is a semantic investigation of the interactive classroom language of fourth-grade students and teachers in two different reading contexts, the traditional basal reading curriculum and another basal curriculum that had been modified by the Pennsylvania Comprehensive Reading Communication Arts Plan (PCRP). The language that was examined occurred during the segment of the lesson when students orally responded to literature that they had just read. Student oral language functions (uses), as defined by Joan Tough, were identified while the teachers' oral task demands were studied to determine their effects on student language production and thought. Student language complexity was also determined along with the mean lengths of utterances being calculated for both teachers and students. Synthesized results of this analysis explored the quality of comparative reading curricula and the dynamics of the process of teaching reading comprehension.

The research type and methodology are eclectic: a case-study approach combined elements of a quasi-experimental design with ethnographic research techniques.

Results indicated that students in either curriculum most frequently conveyed meaning through three of seven of Tough's language classifications: reporting, logical reasoning, and then self-maintaining. Each curriculum differed, however, regarding their distributions of the seven language uses. Students in the PCRP curriculum employed a greater range of language uses and amounts of projecting, predicting, and imagining uses of language. Basal reading pupils mostly reported and engaged less or none of these three language uses. Both student language complexity and the mean utterance lengths were greater by 52.6 per cent and 90.6 per cent respectively among PCRP students as opposed to basal students.

Conclusions are not generalizable without further experimentation. However, these represented the analysis of this corpus of data: (1) Specific methods for teaching reading comprehension and teacher discussion styles were observed in each curriculum. The characteristic student language production seemed to be at least partially a result of the methods used to teach reading comprehension and the oral task demands and responses that teachers conveyed during the response to literature process. Reading comprehension is reflected through student language production. (2) Teaching reading comprehension was observed as a process of developing reasoning in the PCRP curriculum and as evaluation of students' responses in the basal.

TROPE DENSITY IN SEVENTH AND EIGHTH GRADE BASAL READERS

Order No. DA8214921

DISABATO, SHARYN NICOLET, PH.D. *The Florida State University*, 1982. 126pp. Major Professor: Dr. Edwin H. Smith

The primary purpose of this study was to determine the trope density of selected seventh and eighth grade level basal readers. A secondary purpose was to determine the most common type of trope or tropes found in basals at the seventh and eighth grade levels.

The population was composed of the twelve basal reading series that extend into the seventh and the eighth grade. The sample was three seventh and three eighth grade basal series; Holt, Rinehart and Winston, Inc., Houghton Mifflin Company, Inc.; and Scott, Foresman and Company.

The investigator located tropes, determined trope density, and classified the tropes according to the Valeri (1982) classification system.

One hypothesis was tested: Is there a significant difference in trope density between the seventh and eighth grade basal readers?

Specific questions considered were: One, what is the most common type of trope found in the seventh grade basal readers? Two, what is the most common type of trope found in the eighth grade basal readers?

The conclusions drawn from this study were: One, there is no significant differences in trope density in the selected basal readers from seventh through eighth grade. Second, in the basal readers there is a paucity of such common tropes as metonomy, litote, and synecdoche that make up so much of "out-of-school language." Third, even though the readability of the basal readers is fairly well controlled, publishers may be obtaining this control, in part, at the expense of figurative language.

THE EFFECTS OF STUDY STRATEGIES UPON THE READING COMPREHENSION OF ABOVE- AND BELOW-AVERAGE READERS

Order No. DA8213809

FELSHER, NATALIE Y., PH.D. *University of Maryland*, 1981. 114pp. Supervisor: Dr. Linda B. Gambrell

This study investigated the effects of reading/thinking and reading/thinking/writing study strategies upon the comprehension of above- and below-average readers. These variables were focused upon to determine which reading/thinking and reading/thinking/writing study strategies students reported using, and to determine if the reported study strategies had an effect upon comprehension of text. Forty above-average and forty below-average sixth-grade readers from a predominantly rural Maryland county participated in the study. Subjects met with the investigator individually and were asked to perform two tasks. The position of the tasks and the materials read were counter-balanced to control for position and passage effects. During one of these tasks the subjects were asked to read and study a passage using reading/thinking study strategies of their own choice. During the second task these same students were asked to read and study another passage using reading/thinking/writing study strategies of their own choice. Upon completion of each of the tasks the investigator, using a metacognitive interview, probed the nature of the study strategies employed. Free recall and cued recall assessments were used to measure comprehension of text. The data collected (numerical scores from the free recall and cued recall and nominal information from the metacognitive surveys), were analyzed qualitatively and quantitatively by *t*-tests, chi-square analyses, frequency tables, and percentages. Qualitative analyses revealed the reported use of several reading/thinking study strategies with rereading reported most often by both the above- and below-average readers. Underlining/highlighting was the reading/thinking/writing study strategy most often reported during the reading/thinking/writing task by the above-average readers. No dominant reading/thinking/writing study strategy was used by the below-average readers. The above-average readers employed the reading/thinking/writing study strategies twice as often as the below-average readers. As would be expected, the above-average readers achieved better scores in the reading/thinking and reading/thinking/writing tasks. No proof of effect upon comprehension could be found when comparing the above-average and below-average readers' reading/thinking and reading/thinking/writing scores. Possible explanations of the results of this investigation, their relationship to other metacognitive and study strategy research, and implications for theory, research, and instruction are discussed in some detail.

AN INVESTIGATION OF FIFTH GRADE BELOW AVERAGE AND ABOVE AVERAGE READERS' USE OF MENTAL IMAGERY IN READING FAMILIAR AND UNFAMILIAR TEXT

Order No. DA8213812

FINCH, CAROLYN MAXINE, PH.D. *University of Maryland*, 1981. 162pp. Supervisor: Dr. John Madison

The effects of an induced mental imagery strategy upon the reading comprehension of fifth grade above average and below average readers on familiar and unfamiliar text were investigated. Familiar text was defined as text for which students had high prior knowledge. Unfamiliar text was defined as text for which students had low prior knowledge. The study was designed to determine if mental imagery instructions effectively aid the comprehension of familiar and unfamiliar text; if the strategy is more effective for familiar text or for unfamiliar text; for below average readers or above average readers. Forty below average and 40 above average readers at the fifth grade level from six public schools in the state of Maryland were selected on the basis of scores on the comprehension subtest of the *California Achievement Test* and their placement in commercial reading materials. Equal numbers of subjects in the two categories were randomly assigned to control and experimental groups. Each subject individually read a familiar and an unfamiliar passage with the experimental group receiving instructions to induce mental imagery and the control group receiving no mental imagery instructions. Post testing for both groups consisted of a free recall test and a cued recall test. A repeated measures analysis of variance was performed separately on each set of data. The results showed that there were significant differences between the experimental and control group, but only on the cued test. Responses of control subjects to a brief questionnaire showed that 90% of the above average readers and 65% of the below average readers spontaneously used mental imagery during reading. A post hoc analysis of variance performed on the scores of below average readers showed that there was a significant, but small difference among the scores of: subjects who spontaneously used mental imagery; subjects who did not use mental imagery; and subjects who received mental imagery instructions. Possible explanations of the results in this study and implications for further research are discussed.

THE EXPRESSED READING INTEREST OF THIRD AND FIFTH GRADE CHILDREN IN SELECTED OKLAHOMA SCHOOLS

Order No. DA8225502

FOSTER, SUSAN C., PH.D. *The University of Oklahoma*, 1982. 88pp. Major Professor: Richard P. Williams

This dissertation investigated the relationship of sex, grade level, and demographic characteristics on the individual reading interests of third and fifth grade students in rural, urban, and metropolitan areas of Oklahoma. The reading interests expressed by the students were used to determine if these factors effected reading interests of students. The basal readers used in these classrooms were also investigated to determine whether the stories found in the readers reflected the reading interests of students. The Newbery Award Books were investigated to determine whether or not these students were reading these books.

The findings found sex, followed by grade level, to be the most influential factors in determining reading interests. It was concluded that the basal readers were meeting some of the interests needs of the students. The investigation of the Newbery Award Books revealed that students were not reading these books in the third and fifth grade schools investigated in this study.

THE EFFECT OF VARIED SENTENCE CONSTRUCTIONS ON THE READING COMPREHENSION OF INTERMEDIATE GRADE READERS

Order No. DA8217863

Fox, Sandra McDavid, Ph.D. *The University of Texas at Austin*, 1982. 168pp. Supervisors: William R. Harmer, Michael C. Strange

The purpose of this study was to examine the effect of sentence construction on children's reading comprehension. Children's preferences for different sentence constructions were also examined.

Fifty-two fourth graders completed reading achievement tests to determine grade levels and were matched and divided into average (4.0-5.9) and below average (2.4-3.9) readers. Each group completed pretests as a blocking variable to determine level of prior knowledge for the subject matter contained in the target Cloze passages. The target Cloze passages were selected from basal readers at 3rd and 4th grade levels. Each passage was adjusted to modify sentence construction yielding four target passages: an adjusted and an unadjusted passage for the average readers and an adjusted and an unadjusted passage for the below average readers. Multiple analysis of variance was calculated for this group of average readers and below average readers separately, yielding significant differences between scores on unadjusted Cloze passages and adjusted Cloze passages.

There appears to be a significant difference in the comprehension of the average and below average readers between the unadjusted and adjusted passages. Adjusting sentences, or simplifying sentence construction, appeared to improve the comprehension of the fourth grade students tested in this study.

In a second experiment, subjects indicated preferences for sentences isolated from the adjusted and unadjusted passages. Chi square calculations yielded no significant difference in expected choices and observed choices for either the below average or average readers.

Mean improvement percentages between the unadjusted and the adjusted passages were calculated to be 23% for the average readers and 34% for the below average readers.

PRESCHOOL READING RELATED BEHAVIORS: A PARENT DIARY

Order No. DA8216665

Hoffman, Sandra Josephs, Ed.D. *University of Pennsylvania*, 1982. 282pp. Supervisor: Morton Botel

The purpose of this naturalistic case study is to describe the development of reading related behaviors in the researcher's son over a two-year period (ages 2:6 to 4:6). The detailed description of the developmental process is based on daily observation in the home and recorded in a parent diary, audio records, and artifacts (print samples, drawings, dictated stories).

This study did not set about to test a hypothesis. Instead, categories were drawn from the behaviors themselves. Three categories of behaviors were formed in order to analyze the data. The first category, grouping book handling, pretend reading, print tracks sound, and attachment to books, has been designated as "Reading-Wise" behaviors. Category two, which is subdivided into environment and response, includes activities closely related to the reading ritual and has been entitled "Book-Reading" behaviors. The third category, called "Early Reading-Print" behaviors refers to the child's early experiences with encountering print and words (print for print's sake). These behaviors were analyzed according to three considerations--child questions print settings, child evidences development, and child manipulates print.

There are two major findings in the study. First, the child's development of literacy skills did not follow a neat sequence of one skill followed by a more complex skill and so on. Rather, his behaviors spiraled constantly developing and expanding through recursive issues of literacy. Second, the child had his own time-table for learning which the parent-researcher encouraged to be largely self-initiated, self-paced, self-structured, and frequently self-terminated. Literacy acquisition penetrated many phases of the child's (and his family's) life and social interactions.

The study presents convincing data to suggest a notion of reading in the home and school that is both naturalistic and holistic, one which respects the individual learner, his interests and style, as well as the cultural milieu and its effects on learning.

A STUDY OF PSYCHOLINGUISTIC READING STRATEGIES AS A SUPPLEMENT TO BASAL READING PROGRAMS

Order No. DA8210509

Kapczynski, Alan W., Ed.D. *Temple University*, 1982. 195pp. Major Adviser: Dr. Marciene Mattleman

Purpose of the Study. The purpose of this study is to investigate the development and implementation of a nine month in-service program for classroom teachers in grades two, three, four, and five to use psycholinguistic principles with their basal reader programs. In this study, the following null hypotheses were investigated: (1) Group membership in classes using a psycholinguistic approach to reading does not contribute a significantly greater proportion of the variance in reading comprehension than classes not using the psycholinguistic approach to reading. (2) The level of use of psycholinguistic strategies does not result in differentially significant contributions to the proportion of comprehension score variance among treatment group members.

Subjects. The hypotheses were addressed in terms of data gathered from the Ridley School District, in Folsom, Pennsylvania. Seven elementary schools were selected for this study, and twelve classroom teachers volunteered for approximately 9 to 11 months of in-service training in psycholinguistic techniques. Their classes constituted the treatment groups for this study. The twelve teachers were divided in this manner: three from each grade from second through fifth grade. Two hundred thirty-six students participated in these treatment classes. In order to make comparisons, twelve classrooms were selected to match the treatment groups in classroom size, type of basal reading program, and grade level. There were two hundred thirty-two students in the comparison groups.

Psycholinguistic Strategies. The treatment teachers were given 16 lesson plans containing psycholinguistic reading strategies. These strategies, developed during a nine-month in-service program in the 1980-81 school year, were to replace the basal reader lesson plans every fifth lesson. The following are examples of the types of strategies that were used: (1) Listening, Experiencing the Whole; (2) Building Experiences; (3) Echo, Choral, and Assisted Reading; (4) Sentence and Word Making; (5) Personal Outlining and Webbing; (6) Personal Questioning Strategies. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

THE EFFECT OF VARIED AMOUNTS OF SUSTAINED SILENT READING (S.S.R.) ON SELECTED ASPECTS OF READING/THINKING SKILLS AND ATTITUDE TOWARD READING

Order No. DA8217780

McGroarty, John Joseph, Jr., Ed.D. *Temple University*, 1982. 131pp.

The purpose of this study was to investigate the effects of varied amounts of Sustained Silent reading on reading achievement and attitude. The justification was based upon the recommendations by Craven (1978) and Wilmot (1965) who suggested that the effects of S.S.R. should be evaluated in terms of amount, and the findings of Kean (1979) who reported that increased minutes of S.S.R. per week were associated with better achievement in reading.

This study took place in Bucks County, Pennsylvania. The sample consisted of 433 sixth grade boys and girls from 22 elementary classrooms that were assigned to different levels of amount of S.S.R. per week. Five treatment levels of S.S.R. in amounts of 30, 50, 75, 100, and 125 minutes per week were consistently maintained throughout the six month study.

The *Gates MacGinitie Reading Tests* (2nd ed., 1978) and *The Experimental Test of Inferential Thinking in Reading* (Drumm, 1965) were used to measure reading/thinking skills. Attitude toward reading was assessed on the *Reading Attitude Inventory* (Craven, E.T.S., 1978).

The independent variable was amount of S.S.R. in five differing quantities. Raw scores on the *Otis-Lennon Mental Ability Test*, form J were covaried to establish initial equivalence in ability across treatment levels.

An analysis of covariance was used to analyze trend characteristics of group means on four criterion measures. Trend analysis was employed to determine the nature of the relationship between varied amounts of S.S.R. and achievement and attitude on each of the four criterion variables.

The results indicated complicated trends that were due primarily to small sampling error rather than to any practical significant differences between treatment groups. However, adjusted mean scores on the vocabulary, comprehension and inferential thinking measures were found to be consistently higher at the 50 minute S.S.R. level.

While it was concluded that increased amount of S.S.R. could not be directly related to improved achievement and attitude, it was suggested that supplementing directed instruction with 50 minutes of S.S.R. per week could have a positive effect on reading/thinking skills.

THE ROLE OF THE ELEMENTARY PRINCIPAL IN THE MANAGEMENT OF THE PRIMARY READING PROGRAM

Order No. DA8213164

McWilliams, David Ralph, Ed.D. *University of Pittsburgh*, 1981. 194pp.

The purpose and design of this study was to examine the role of the elementary school principal in the administration of the successful reading program. Special emphasis was placed upon those administrative behaviors employed by the principals of high-achieving elementary schools which were not employed by the principals of low-achieving elementary schools.

From an original sample of 192 elementary buildings in the twenty-nine county Appalachian region of Ohio, thirty-seven schools were selected for this study. The 1978 edition of the *Metropolitan Reading Survey* was administered to the 1,688 third grade students from the project schools.

The results of this testing were used to select the ten high-achieving and ten low-achieving buildings. The achievement designation was obtained by listing the median scaled scores of the project schools in rank order. The ten highest scoring schools were identified as the high-achieving target schools and the ten lowest ranked schools were identified as the low-achieving target schools.

The data for this study were gathered through the utilization of questionnaire and interview procedures. All teachers from grades one, two and three were asked to complete a seventy item questionnaire while each of the twenty principals was interviewed personally by the investigator. Both the questionnaire and the interview guide was developed for this study and focused upon the principals' activities in the administrative areas of planning, organizing, leading and controlling.

Analysis of the data resulted in the identification of a set of sixteen administrative behaviors which characterized the principals of the high-achieving schools in this study. It was concluded that specific behaviors can be identified which distinguish the high- and low-achieving schools' principal groups and that evidence exists to support the premise that the administrative behaviors of the elementary school principal exert an influence upon the quality of reading instruction and student achievement in reading.

A COMPARISON OF SYNTAX IN SELECTED BASAL READERS AND COMMERCIAL TELEVISION PROGRAMS THAT ARE POPULAR WITH CHILDREN

Order No. DA8217545

Meyer, Ronald Eugene, Ed.D. *The University of Nebraska - Lincoln*, 1982. 141pp. Adviser: Donald C. Cushenbery

This study compares the syntax of language samples from basal readers and commercial television programs. The basal readers of five influential publishing companies were selected to represent reading materials for grades two, four, and six. Commercial television programs with the greatest audience among children 12 years old and under were used. Language samples were taken from each source. The two samples were compared to determine differences in the complexity and diversity of syntax. Comparisons were made on statement length, types of statements, number of clauses per statement, and clause length. Each statement was also rated with the Syntactic Complexity Formula and analyzed using a syntax analysis technique devised by Strickland and others. The complexity and diversity in the syntax of the two language samples were found to have significant and important differences. The syntax of the basal reader sample was much more complex and more diverse than the sample from television programs. In many respects, syntax of the television language sample was less complex than the sample from the second grade basal readers. In comparing both language samples to the oral language of children reported in an earlier study by Strickland, it was found that the basal reader syntax was more like the oral language patterns of children than the sample of language taken from commercial television programs was. Findings imply that language in commercial television programs like those used in the study do not supply models of syntax which are complex enough to prepare children for the reading materials used in fourth and sixth grade basal readers.

GROUPING FOR READING IN THE PRIMARY GRADES: EVIDENCE ON THE REVISIONIST ARGUMENT

Order No. DA8210763

Moacdieh, Chris Emile, Ph.D. *Cornell University*, 1982. 193pp.

It has been claimed that it is a barrier to equality if the status of parents denotes what the attainment of their offspring is to be. Any mechanisms that base their selection and allocation processes on irrelevant criteria, such as parental status, are to be deemed unjust. One of the mechanisms that has been proposed to explain this "inheritance of status" is the school. Within the school, several processes have been suggested. One of the most discussed issues has been those of tracking and/or ability grouping.

A group of sociologists and educators have found little evidence for any overt status bias in tracking. These authors, the "meritocrats", have concluded that student achievement is the best predictor of group placement, regardless of any possible ties of achievement with status. A contending school of thought, the "revisionists", have proposed diverse explanations for the "transmission of status", one of which has been tracking. The revisionists contend that teachers use inappropriate criteria for grouping, mainly criteria related to the students' parental status. After the groups have been set, differential teacher treatment is accorded to the groups, and inter-group mobility is nill. This process carries on across the grades, the upper status students going to the college-preparatory tracks and college. The lower status children, meanwhile, populate the lower groups, vocational tracks, and eventually the unrewarding jobs of society.

The present thesis investigates grade school grouping for reading. The research questions presented are crucial to the revisionist understanding of the role of tracking in social inequality. The questions deal with the teacher criteria for grouping, the relation of these criteria to the students' family status, teacher time given to the groups, and mobility between groups.

Little evidence was found to support the revisionist contentions. It was found that teachers seem to group mainly on the basis of achievement-related variables. Teacher perceptions are weakly to moderately related to the children's status. Teachers treat their groups equally in terms of time allotted. Finally, mobility within a year is very low, but mobility between years is high.

THE EFFECTS OF AN ADVANCE ORGANIZER ON STUDENTS DIFFERING IN PREREQUISITE SKILLS AND KNOWLEDGE

Order No. DA8213053

Moore, George Robert, Ed.D. *Oklahoma State University*, 1981. 86pp.

Scope and Method of Study. The purpose of this study was to determine the following: if three groups differing in prerequisite skills and knowledge are given an advance organizer (a) will the group with high prerequisite skills and knowledge benefit from an advance organizer or (b) will the group with middle prerequisite skills and knowledge benefit from an advance organizer or (c) will the group with the low prerequisite skills and knowledge benefit from an advance organizer. If prior knowledge of the learner plays a subsuming role as Ausubel suggests, then the researcher can predict that learners who are deficient in relevant prior knowledge should

benefit from an advance organizer while those whose relevant prior knowledge is high would not.

One hundred fifty-four middle school students were grouped into the three categories by use of a prerequisite skills and knowledge test which measured the necessary prior knowledge not the concept to be learned. In each category students were paired then randomly assigned to the advance organizer treatment, with remaining one-half going to non organizer treatment. The advance organizer had been proven in a previous pilot study. Following treatment, students received three days of classroom instruction immediately followed by an unannounced criterion test. The students' results on the criterion test were tested using t-test techniques. A 2 x 3 factorial analysis of variance also was performed to test for both level effects and for interaction effects.

Findings and Conclusions. Statistical analysis showed that high prerequisite skills and knowledge, advance organizer students did not score significantly higher than high prerequisite skills and knowledge, non organizer students. Middle prerequisite skills and knowledge, advance organizer students did not score significantly higher than middle prerequisite skills and knowledge, non organizer students. Low prerequisite skills and knowledge, advance organizer students did not score significantly higher than low prerequisite skills and knowledge, non organizer students. The only significant result was for level effects. The results of this research do not add support to Ausubel's theory.

ELEMENTARY PRINCIPALS' VIEWS OF A PROPOSED PROCESS MODEL FOR SELECTING A BASAL READING SERIES

Order No. DA8225119

NEIDELL, STEPHEN P., ED.D. *Hofstra University*, 1982. 136pp.

The purposes of this study were: (1) to develop a process model for selecting a basal reading series; and (2) to investigate elementary principals' views of a basal reading selection model. The process model as developed from a review of related literature elaborated on a step-by-step procedure to be used in selecting a basal reading series.

Two questionnaires, the *Descriptive Data Sheet* and the *Basal Reading Textbook Selection Questionnaire*, were developed by this researcher to ascertain elementary principals' views of a proposed basal reading selection model. A letter requesting participation which included the two questionnaires was mailed to sixty-nine elementary principals from twenty randomly selected school districts in Nassau County, Long Island. A total of thirty-eight principals responded.

Results from the *Descriptive Data Sheet* were represented by a series of tables. The results from the *Basal Reading Textbook Selection Questionnaire* were tabulated for each question with the number, type, and percentage of responses reported. Each exploratory question had responses reported in percents to indicate the degree of agreement or disagreement.

Analysis of the data collected from the *Basal Reading Textbook Selection Questionnaire* revealed that principals basically agreed with the proposed process model of selecting a basal reading series. Areas of disagreement with the model included: (1) providing a complaint procedure for parents; (2) allowing the selection committee authority in making a final decision; (3) including parents, students, and a research consultant on the reading textbook selection committee.

Findings related to each of the exploratory questions indicated basic agreement with the proposed process model of selecting a basal reading series, with the areas of disagreement noted above.

In general, elementary principals were in agreement with the proposed model. However, the number of principals participating in this study may not have been sufficiently large and the 45 percent who did not respond may have had different and more extensive areas of disagreement.

THE EFFECT OF TEACHING A STORY SCHEMA ON THIRD GRADE STUDENTS' READING COMPREHENSION AND STORY WRITING

Order No. DA8220959

OTTINGER, JOAN SMITH, ED.D. *Boston University School of Education*, 1982. 212pp. Major Professor: Roselmina Indrisano

The purpose of this study was to describe the effects of teaching the Stein and Glenn Story Schema on the reading comprehension and story writing of a group of third grade able readers over a period of three or six weeks. The study was conducted in ten public schools in the northeastern United States.

Forty-nine subjects were in the study: seventeen in the control group, sixteen each in the three and six weeks experimental groups. Reading and story writing data were collected.

Statistical analysis indicated no significant differences on the *Metropolitan Achievement Tests Reading Survey* (1978) among the three groups, but a significant difference between the three weeks and control groups, in favor of the three weeks experimental group, in differences between the pre and post test scores.

Analysis of the researcher-designed "Story Schema Probe Questions Tests" indicated there was a highly significant difference in favor of the six week group. Planned comparisons of the differences between the mean scores on pre and post test scores were highly significant between the zero and three weeks groups, the three and six weeks groups, and most highly significant between the control and six weeks groups.

Differences in recall of story categories and episode categories between the three and six week experimental groups was highly significant in favor of the six week experimental groups.

"Once upon a time" stories did not yield a significant difference between pre and post teaching for story structure, but yielded a significant difference between pre and post teaching for episode categories. Effect of different teaching time on story structure and episode categories was significant. Story structure changes from pre-teaching to post-teaching stories were significant. The nature of the episode categories changes in the two stories was not significant.

AN INVESTIGATION OF THE EFFECT OF SPECIFIC SKILL INSTRUCTION ON FIFTH-GRADE STUDENTS' READING COMPREHENSION

Order No. DA8214424

POSSIEN, HELEN JOSEPH, ED.D. *The University of Alabama*, 1981. 174pp.

The purpose of this study was to investigate the effect of specific skill instruction on fifth-grade students' reading comprehension. The problem was to determine whether significant differences existed in reading comprehension achievement between four randomly selected groups of fifth-grade students when three treatment groups received specific skill instruction and a control group received no specific skill instruction, respectively, in: (a) identifying main ideas, (b) identifying cause and effect relationships, and (c) comparing and contrasting details.

The population of the study was 225 fifth-grade students from large, middle-class elementary schools of the Jefferson County System in Alabama. Eight homeroom classes were randomly selected to participate. Classes were assigned, two per group, to the three treatment groups and the control group.

During a two-week treatment period, each experimental group received instruction in a specific reading comprehension skill. The control group received no specific skill instruction. A reading comprehension subtest of the California Achievement Test, Level 3, Form A, 1970 Edition, was administered as a pretest to each group on

the first day. On the last day, a posttest, the same subtest, was administered to each group.

Materials used consisted of instructional plans developed by the investigator. Eight instructional plans were developed for each specific reading comprehension skill. In each instructional plan, teachers were directed to read instructions orally. Instructions consisted of explanations or directions about a specific reading comprehension skill. Following explanations and/or directions, students were instructed to read and complete practice exercises selected from commercial materials.

The data were analyzed using analysis of covariance with the pretest score as the covariate, Duncan's Multiple Range Test, and a paired *t*-test. In addition to analyzing raw scores, pretest and posttest data were transformed using logistic and logarithmic transforms. Statistical significance was tested at an alpha level of .05.

Findings of the study suggest the following conclusion: For selected fifth-grade students, instruction in identifying main ideas seemed to result in better reading comprehension than either instruction in cause and effect relationships or instruction in comparing and contrasting details. Instruction in identifying main ideas, however, did not seem to result in better reading comprehension than no specific skill instruction.

THE IMPROVEMENT OF READING COMPREHENSION THROUGH UNDERSTANDING THE RELATIONSHIPS SIGNALED BY CONJUNCTIONS

Order No. DA8223717

PRICE, ANNE ELIZABETH, PH.D. *Saint Louis University*, 1981. 240pp.

The objectives of the investigator in this study were: (1) to determine the understanding which fifth grade students have of the function of conjunctions and of the syntactical-semantical relationships which conjunctions signal in printed materials, and (2) to test the theory that planned, systematic reading instruction can improve students' understanding of conjunctions and, as a consequence, their reading comprehension.

The investigator conducted an analysis of 1,585 sentences selected at random from two leading fifth grade science and two leading fifth grade social studies textbooks. Seven hundred fifty nine (96.7%) of 786 conjunctions identified in the sentences represented twenty-nine different one-word conjunctions. The following twenty-five were selected for study: *and, after, as, because, before, but, for, how, however, if, nor, now, once, or, since, so, than, that, unless, until, when, where, while* and *yet*.

The sample sentences were further analyzed to identify sentence patterns from which reading test items and classroom reading lessons could be developed. The investigator devised two forms of the *Price Test of Conjunctions*, a multiple choice test of the meaning of specific conjunctions in sentences, and a *Manual for Teaching the Signals of Conjunctions*, a series of twenty, sequential lessons in identifying and using the relationships conjunctions signal in reading.

The subjects of the study were 102 black, fifth grade students from classes in Title I elementary schools in the St. Louis Public Schools District in Missouri. The fifty-one experimental subjects and fifty-one control subjects were matched on intelligence and reading test scores secured from school records.

For four consecutive weeks, five days per week, the investigator delivered forty-five minutes of daily instruction on conjunctions to two classes of experimental subjects. This instruction was in addition to the regular developmental reading lessons taught by the classroom teacher. The control subjects received no instruction from the investigator and used none of the special materials prepared by the investigator for the study.

Comparison *t* tests of mean gain scores pre- to post-instruction, revealed significant gains ($p < .05$) by the experimental group on both the *Price Test of Conjunctions* and a standardized reading comprehension test (*California Achievement Tests*: Test 2, *Reading Comprehension*). . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

THE EFFECTS OF REPEATED READING PRACTICE ON READING STRATEGIES OF FIRST GRADE READERS

Order No. DA8219605

ROWAN, JOHN FRANCIS, PH.D. *Loyola University of Chicago*, 1982. 243pp.

This study was designed to examine effects on first graders' reading strategies when repeated reading practice was used to supplement regular reading instruction. Analysis of oral reading errors on monthly samples of basal and trade book material focused upon changes in use of graphic and contextual information. Changes in sight vocabulary growth, oral reading fluency and differential effects on reading strategies of more able and less able first grade readers were also examined.

A randomized 2 x 2 factorial design was employed. The first independent variable was repeated reading practice, with two levels: received and not received. The second independent variable was reading ability, with two levels: high and low. To determine effect on sight vocabulary growth, ANOVA was performed on change in number of words correctly identified from pre-test to post-test on the *Johnson Basic Sight Vocabulary Test*. To determine effect on oral reading fluency, ANOVA change from pre-test to post-test in results of the *Gray Oral Reading Tests*, and difference in number of words read per minute on monthly oral reading samples were analyzed.

To examine changes in use of graphic and contextual information, differences in oral reading error scores from monthly samples of basal and supplementary material were analyzed. Dependent variables were changes in number of total errors; graphic similarity score; graphic similarity of contextually acceptable substitutions; proportion of contextually acceptable substitutions to total substitutions; proportion of contextually acceptable substitutions to total errors; and proportion of self-corrected contextually unacceptable errors to total contextually unacceptable errors. To assess relative similarities among patterns of low ability subjects who received the treatment and high ability subjects who did not, t tests were applied to all of the dependent variables for both groups.

Results indicated that repeated reading had significant effects on change in proportion of contextually acceptable substitution errors, and on improvement in oral reading fluency. No other significant long-term effects were observed on any of the other dependent variables. T tests indicated similarity between low ability experimental and high ability control subjects with respect to self-correction of contextually unacceptable errors on supplementary material, and change in oral reading fluency.

THE EFFECT OF POST ADJUNCT QUESTIONS VERSUS ROTE REPETITION ON THE RECOGNITION OF VERBAL INFORMATION

Order No. DA8215252

STEVENSON, MARY JEAN MARTIN, PH.D. *The Florida State University*, 1982. 60pp. Major Professor: Walter Wager

This study examined the effects of instructional treatment on reducing intersentence interference in connected discourse. Intersentence interference occurs when the learner is confronted with similar stimuli that are associated with different responses. Two levels of instructional treatment (post adjunct questions and rote repetition) and two levels of syntax (active voice and passive voice) were hypothesized to have differential effects on the reduction of learning interference.

The 101 third and fourth grade students were randomly assigned to one of four treatment groups. The students read pairs of target and variation sentences. Two groups were assigned pairs of sentences which were all in the active voice. The other two groups were given the same target sentences in the active voice and the variation sentences in the passive voice. These comprised the constructional treatments. For the instructional treatments, two groups were instructed to use a rote repetition practice strategy, and two groups were given a post adjunct question practice strategy. Thus, each of the four groups received one constructional treatment and one instructional treatment. All students were administered the same

multiple-choice word recognition test which probed for the object of the target sentences.

Using a 2 x 2 factorial analysis of covariance to compare student posttest scores, it was found that there were no significant differences between the four treatment groups, and there was no interaction effect. Analysis of student errors showed that students who erred were likely to choose previously encountered items from the variation sentences rather than unencountered items. These results support previous research on frequency theory.

BEGINNING FOURTH GRADERS' SELF-SELECTION OF BOOKS FOR RECREATIONAL READING BY BOOKJACKET

Order No. DA8226240

VACEK, CAROL J., ED.D. *University of Missouri - Columbia*, 1982. 238pp. Supervisors: Dr. Richard D. Robinson, Dr. Linnea D. Lilja

A descriptive study of the self-selection of books from bookjackets by 29 beginning fourth graders investigated child/bookjacket communication and analyzed bookjacket characteristics. Parent questionnaires and child interviews were used to describe and determine reader groups: regular book readers, nonregular book readers and reluctant readers. Descriptions included early home reading experiences, favored free time activities, kinds of books preferred and concepts of good stories. Books were selected from bookjackets arranged in groupings of seven or eight jackets. Interviews were used to determine reasons for selection and to elicit story predictions. Content analysis was used on the bookjacket characteristics, reasons for book selections and bookjacket cues contained in the story predictions.

The nine-year-olds mainly selected bookjackets with cartoon art; paints and pen and ink media; visual content arranged in clusters; realistic proportions for characters and objects; thick or thin lines; three dimensional shape; unrealistic, full or less than full color, and moderate to strong colors; realistic people, imaginary animals and imaginary or simplified settings; an approximate size of 6 x 8½ inches; and titles of two to four words most often identifying characters. Regular book readers chose more jackets with representational art, overall cover design, thicker lines that clearly defined objects and shapes, paint and pen and ink for media and titles conveying character and plot. Reluctant readers chose more bookjackets having cartoon art, thin lines and oversized books. Illustrations with a sparse detail effect were not selected by any reader group. The children relied mainly on illustrations for reasons for selections, and character and mood were most often the content reported as reasons. Regular book readers made more use of titles and plot in forming reasons for selection. Reluctant readers used illustrations and setting more frequently as reasons for book selection. Fourth graders used character, setting and plot along with the general mood conveyed by the bookjacket for story predictions. Regular book readers more frequently interjected their own ideas into story predictions. Bookjacket illustrations were used by all readers for child/book communication during the selection process.

READABILITY AND PLOT CONTENT IN BASAL READERS AND CHILDREN'S TRADE BOOKS

Order No. DA8222911

WEBB, TANSEN BANKS, PH.D. *The University of North Carolina at Chapel Hill*, 1982. 133pp. Supervisor: Richard Brice

The purpose of this study was to detemine whether a relationship exists betwen readability level and plot content in selected trade and basal stories. Twenty stories from trade books and twenty stories from basal readers were analyzed for the frequency of plot element occurrence using Vladimir Propp's morphology of plot analysis as modified by Mary Lea White. The readability levels of the 40 stories were assessed using Fry's Readability Graph.

An analysis of variance comparing a proportioned cluster analysis of plot element occurrence with the readability data for all 40 stories indicated a relationship between readability and plot content. The results of cross-tabulation procedures and proportioned cluster analysis of plot element occurrence indicated a relationship between the plot contents of basal and trade stories. There was a significant ($p < .05$) difference between the means of the readability distributions for trade and basal stories based on the results of a post-hoc t-test.

Four groups of core stories were identified that appear to serve as a basis for the clustering of other stories with similar plot profiles. The results of this study support the psycholinguistic perspective that readability encompasses both semantic and syntactic variables.

Implications of this study included the use by educators and publishers of systems of plot analysis as alternatives to readability formulas. Recommendations for further research involved: (a) children's preferences for trade books over basal stories despite the higher readability of trade literature; (b) basal adaptations of plot content in trade literature; (c) the relationship of readability with plot sequence; (d) the use of core stories in developing a new methodology of plot analysis.

A COMPARISON OF THE EFFECTS OF REQUEST AND THE DIRECTED READING ACTIVITY ON THE READING COMPREHENSION OF FOURTH GRADE STUDENTS

Order No. DA8215982

WEDDLE, ALICE JOY, ED.D. *Ball State University*, 1982. 333pp. Adviser: Dr. J. David Cooper

This study compared the effects of ReQuest, a reciprocal questioning procedure, and the Directed Reading Activity (DRA) on the reading comprehension of average reading achievers in the fourth grade. Fifty-seven subjects from two schools were assigned randomly to two treatments, a ReQuest group and a DRA group. Each treatment group was subdivided into four instructional groups containing seven or eight subjects. Each instructional group received one-half hour of reading instruction outside the regular classroom for twenty-three days.

Each of two trained teachers instructed two ReQuest groups and two DRA groups using scripts based on the reading textbook employed in both schools. In the preparation-for-reading segment of the lesson the subjects in the ReQuest group asked the teacher questions about the first sentence of the story and the teacher reciprocated with additional questions. This procedure was repeated for each sentence until the subjects were able to predict the content of the story or the first two paragraphs had been covered. In contrast, the DRA group followed the procedure indicated in the teacher's manual of the reading textbook. Silent reading time was controlled and the preparation-for-reading and postreading discussion times were measured.

The Comprehension subtest of the Gates-MacGinitie Reading Tests served as the pretest-posttest measures. Gain scores were utilized in a 2 x 2 analysis of covariance in which the factors were the teachers and treatments with preparation-for-reading and postreading-discussion time as the covariate. In addition, the proportion of correct answers given by the students to questions posed by the teachers after silent reading were summed for each week to serve as six repeated measures in a 2 x 2 x 6 analysis of covariance. The treatments and schools were the other factors with the covariate being preparation-for-reading time. In both of these analyses there were no significant differences between the schools or between the ReQuest and DRA groups in reading comprehension performance. A post hoc analysis of proportions resulted in no significant difference between treatment groups with regard to their ability to answer factual or inferential questions.

THE EFFECT OF SELECTED INSTRUCTIONAL STRATEGIES ON PUPILS' READING ACHIEVEMENT IN GRADES TWO, THREE, FOUR, AND FIVE

Order No. DA8226127

WISE, BETH SHOLARS, PH.D. *Texas A&M University*, 1982. 226pp. Co-Chairmen: Dr. William H. Rupley, Dr. William Nash

This investigation examined the effect of specified instructional strategies on pupils' reading achievement in the second, third, fourth, and fifth grades. A sample of twenty-four elementary teachers in the Centex Independent School District were randomly assigned, stratified on grade level, to one of three groups: experimental observed ($n = 8$), experimental non-observed ($n = 8$), or control observed ($n = 8$). The experimental treatment was designed to enhance teachers' use of reading instructional strategies which have been associated with pupils' reading achievement. The control treatment involved use of procedures for interpreting pupils' reading test performance. Experimental observed and control observed

teachers were observed six times during their classroom reading instruction, over a nine week period. Pupils were pretested and posttested with the Prescriptive Reading Inventory. Linear regression procedures were used to compare pupil achievement in the three groups and to test for significant differences of socioeconomic groups within experimental teachers' classes. Observational data gathered on teachers' use of the instructional process variables were correlated with adjusted pupil reading achievement scores to specify the strengths of association between the two. Similar procedures were employed to compare socioeconomic groups within experimental classes, socioeconomic groups within control classes to those within experimental classes, primary with intermediate classes, and classes with more variance with classes with less variance.

There were no significant differences found among the treatment and control groups, or between high and low socioeconomic groups within the exerpimental groups. Procedures employed to correlate the instructional process variables with pupil achievement showed no particular patterns when correlated over all teachers. Regression slopes were used to select "more effective" and "less effective" teachers. Instructional process patterns involving questioning strategies emerged when coded data for "more effective" teachers were examined. Instructional process variables were used more by primary than by intermediate teachers. Indications were that the instructional process variables were more effective for use with low socioeconomic groups than with high socioeconomic groups.